

CHAPTER 5

DISCIPLINE AND LEADERSHIP

LEARNING OBJECTIVES

Upon completion of this chapter, you should be able to do the following:

1. Identify the purpose of discipline in the military.
2. Describe the various qualities of a leader.
3. List the actions that characterize an outstanding officer.
4. Identify the core values of the U.S. Navy.
5. Describe the Navy's policy on equal opportunity.
6. Identify the Navy's support program for single parents.
7. Describe the Navy's policy on fraternization.
8. Describe the Navy's policy on sexual harassment and sexual responsibility.
9. Identify the Navy's requirements for physical readiness.
10. Identify the six points of the code of conduct.
11. Describe the Navy Leader Development Program courses offered by the Navy.

Civilian executives lead by virtue of superior knowledge (through education and/or experience) and strong characteristics or personality. No law sanctions their positions, and they may not be legally responsible for those they lead. Their responsibility, if any, for the well-being of their followers is primarily a moral one. On the other hand, military officers, by virtue of their commissions, have a legal as well as a moral obligation. They represent the government's responsibility to enforce the law of the land, and they are charged with the well-being of their personnel.

A leader's position is, to an extent, analogous to that of a skilled artisan with a fine set of tools. The artisan keeps those tools in first-class condition, for on them depends the artisan's ability to turn out fine work. The leader's tools are the personnel who are assigned to accomplish the assigned mission. They, like the artisan's tools, must be in good physical condition; but here the analogy ends. Personnel are not objects to be polished by supplying their physical needs, to be

laid aside when finished with a job, and to be picked up again when needed.

Even though the Navy does everything feasible to provide for the physical well-being of its personnel, the young officer must not assume that personnel are well cared for. The officer must be personally concerned with their welfare and must know each individual's background, capabilities, and limitations. The officer should be aware constantly that debts, personal health, or any one of many problems may destroy a person's peace of mind and efficiency.

A good officer gains the confidence of the personnel so that they will feel free to talk about their problems, knowing they will get all possible assistance. Occasionally people have difficulty discussing their personal problems with a superior. A skillful officer may be able to draw such people out and help them; however an officer should use care and tact when attempting this.

Every group has a few people whose sole interest in life is to complete their time in the Navy and return to civilian life. Most of them are merely

disinterested, but from their ranks many troublemakers arise. Any single division may have only one or two of them; in the aggregate, however, they present a tremendous problem. Properly motivated and instilled with a little moral responsibility, they can become a great asset. All are important, and we must not lose their services through failure to redirect their interests and energies.

The rebellious ones must be made to understand they will be required to abide by rules and regulations wherever they go, not only in the Navy. They must see that rules and regulations serve as guides by which we live and, if followed by all, make life more pleasant and easy for all of us. They must be taught that the more they discipline themselves, the less they will be disciplined by others. They must be shown their importance to the team and that their shipmates must be able to depend on them day by day, as well as in battle. They, along with those who are disinterested, must be made to realize that increasing their knowledge, advancing in rate, and assuming more responsibilities are not matters of personal preference but duties.

In this chapter we will discuss why discipline and leadership are essential to a military organization.

PURPOSE OF DISCIPLINE

The word *discipline* comes from a Latin word meaning “to teach,” but it is a certain type of teaching. Discipline is not peculiar to military organizations. Discipline is the training that develops self-control, character, and efficiency, or is the result of such training. Discipline, rightly viewed, is a character builder rather than a destroyer of individuality.

The Navy’s discipline consists of training its men and women to behave in certain ways under certain circumstances. It enables them to work as a unit with maximum efficiency. To encourage them toward this end, the Navy uses a system of motivation and correction through reward and punishment. Ambitious Navy men and women, when recommended by their commanding officers, are rewarded by timely promotions; lazy or careless individuals suffer a self-inflicted punishment by missing out on these promotions. Those who are negligent or indifferent get into trouble and are punished by fines, restriction, confinement, demotion, and other forms of disciplinary action. Discipline implies adherence

to control exerted for the good of the whole—the compliance with rules or policies intended for the orderly coordination of effort. In a study on this subject, Admiral Arleigh A. Burke, USN (Retired), stated that “a well-disciplined organization is one whose members work with enthusiasm, willingness, and zest as individuals and as a group, to fulfill the mission of the organization with expectation of success.” Personnel show signs of discipline in smart salutes, proper wearing of the uniform, prompt and correct action in any emergency, and battle efficiency that brings victory in wars. Discipline, obviously, is indispensable to a military organization. Without it almost any effort would be defeated by lack of organization. Discipline demands habitual but reasoned obedience to command-obedience that preserves initiative and functions unfalteringly even in the absence of the commander.

The purpose of discipline in the military services is to bring about an efficient military organization. Its aim is to train and control a body of human beings for concerted action to attain a common goal. Discipline trains each individual to fit into the organization as a whole. The members understand one another through the sharing of common knowledge. They are bound together by a unity of will and interest that is expressed by their willingness to follow and obey their leader. A group so organized is effective, not only for the specific purpose intended, but also for an emergency.

REWARDS

You can see the rewards of good discipline in various ways in the naval organizational structure. The positive results are evident as sailors advance in rate, a division receives a passing grade on an inspection, or a ship successfully completes a deployment.

The reward of good discipline for an enlisted person may be in the form of a Good Conduct Medal. If individuals are disciplined, they will learn their rating and be rewarded with promotions.

These same individuals, when placed in divisions, can also help establish discipline there. The responsibility for divisional discipline falls on the petty officers, chiefs, and division officer. The reward of a well-disciplined division is that it will operate smoothly and efficiently.

Discipline has to be present to make any organization work, but this is especially true in

the military. It is what brings individuals together as a military team. Thus, a gun crew may be readily converted into a repair party for carrying out any essential job within its capabilities, or a company of midshipmen may be turned into a fire-fighting organization. A well-disciplined naval unit responds automatically to an emergency and is not subject to panic. This is the reward of discipline to the Navy.

PUNISHMENT

Under the Navy's concept, punishment is not personal, it is not vindictive, nor is it inflicted as revenge for misconduct. The Navy realizes that punishment cannot right the wrong resulting from an act of dereliction. The Navy considers that the value of punishment lies in the object lesson it furnishes the wrongdoer and others—that the offense must not be repeated. This concept is referred to as the deterrent theory of punishment.

To accomplish its purpose, punishment must be consistent, just, and recognized as such by the recipients and their shipmates. Punishment should neither be of such a nature that it lowers self-esteem nor so severe that it is out of proportion to the offense.

Recipients of Navy punishment should keep two facts in mind: First, they received punishment only as a result of their misbehavior. Second, they will not receive punishment again if they learn to conform to Navy standards of conduct.

The administration of punishment is not personal; therefore, those who administer it should be shown no malice. They are carrying out their duties as required by Navy regulations.

QUALITIES OF A LEADER

No two leaders are exactly alike. They do not possess the same qualities in equal proportions, nor do they accomplish their ends in the same manner. One thing is certain, however. All great leaders possess certain characteristics and abilities that they use to the greatest advantage. Some have turned weaknesses into strengths and, by exercise of willpower and hard work, risen far above what normally might have been expected of them.

Every leader will not possess every quality discussed here, but every good leader will have a substantial number of them. Moreover, the less natural ability a leader has, the more important is the person's need to cultivate the leadership

qualities needed to be effective. All truly great leaders share one common characteristic: a personal code of conduct and moral responsibility that does not permit them to exploit their abilities and positions to the detriment of their followers.

Most of us understand about written and unwritten laws that guide our actions and define our duties—"thou shalts" and "thou shalt nots" by which we must abide. Our government establishes written laws while the Navy establishes many written and unwritten laws and prescribes our duties. If we break these laws or neglect our duties, authorities may give us suitable punishment.

Other laws and other duties have no legal standing as far as any law-making or law-enforcing branch of government is concerned. These are moral laws and duties. Each leader establishes these based on his or her own principles. Depending on the character of the person, they can be extensive and more binding than any statutory laws, or they can be completely nonexistent. The leader receives no legal punishment for ignoring these laws and duties, and the only enforcer is the leader's own conscience.

In various places throughout this text, we quote rules and regulations, at times explaining them in more or less detail. Therefore, we assume the reader, by now, understands what legal responsibilities are. But what about moral responsibilities? The Navy expects its personnel to demonstrate more than minimum standards of moral responsibility. It expects commanding officers and others in authority to set good examples of virtue, honor, patriotism, and subordination. It expects them to be vigilant in inspecting the conduct of persons under their command and to suppress all dissolute and immoral practices. It expects those in authority to take necessary and proper procedures to promote and safeguard the morale, physical well-being, and general welfare of persons under their command.

The history of effective naval leadership has isolated additional moral principles that have characterized successful leaders from the beginning of naval history to our present time. These principles are loyalty, devotion to duty, professional knowledge, self-confidence, initiative and ingenuity, courage, ability to organize and make decisions, and personal example.

LOYALTY

Loyalty means a true, faithful, strong (even enthusiastic) devotion to one's country. Ordinarily

personnel assume this type of loyalty without question, but they must also broaden their loyalty to include their superiors and subordinates.

Because of human nature, the ordinary person wants to and will extend loyalty to others in the organization. In the long run, however, everyone must earn the loyalty of others. Part of the price a person pays for earning this loyalty is extending loyalty to others. Enlisted personnel are particularly sensitive about loyalty extended to them and are quick to discern and resent its absence. The degree of loyalty a division officer shows toward the division has a direct bearing on the morale of division personnel. Most persons have a strong devotion to duty, and their self-respect will not allow them to neglect that duty merely to spite a superior. But the officer who has not earned the loyalty of the personnel cannot expect to receive that extra effort above the call of duty often necessary to accomplish a mission. This brings us to another important quality, devotion to duty.

DEVOTION TO DUTY

Devotion to duty is closely allied to loyalty. In fact, it might be defined as loyalty to the post or position one holds. Occasionally immature young persons feel their talents are superior to those required to fill the positions in which they find themselves. In such cases these young persons may become resentful because their abilities are not used to better advantage. Consequently, their performance falls off.

More mature persons might assume that because the position exists, it must be important even though the importance is not readily apparent. Assuming this, such persons give a little more to the position than it requires by spending their extra energy and talents learning the new job. Thus, they fulfill their obligation to the organization, inspire other personnel to greater efforts, and earn the respect of all concerned. When important openings occur, the choice between these individuals and others less willing to put forth extra effort is clear.

Any civilian firm would consider ambitious persons as positive assets; employers would keep their eyes on them and perhaps expect great things of them. However, mere ambition is not enough in the military service. Any military service expects all of its officers or enlisted persons to place duty above themselves. Everyone at all times must do their duty to the best of their ability. They must do their best in an effort to support the

efficient accomplishment of the Navy's mission, not to receive personal gain.

Individuals who refuse to shoulder their share of the load make it that much heavier for the rest of the unit. Hardships may be increased, lives may be sacrificed needlessly, and the unit might fail to accomplish its mission. The well-known parable of the loss of a kingdom through want of a horse describes the situation perfectly.

The ability to take orders goes hand in hand with devotion to duty. One so closely follows the other that distinguishing between them is difficult. Commands usually issue standing orders to cover every situation. The orders help those assigned to the position do the job more effectively. As soon as a person receives an order, it becomes that person's duty to carry it out. Therefore, personnel should not resent even the most trivial order, even one given in the nature of a reminder, necessary or not. Personnel should obey each order quickly and cheerfully and report its accomplishment to the superior who gave it.

Devotion to duty and the ability to take orders are so important that the Navy has no place for the immature people who refuse to grow up. It has no place for the self-seekers who do their best only when it is advantageous to them to do so. The Navy doesn't need resentful, hard-headed, self-important individuals who cannot take orders.

PROFESSIONAL KNOWLEDGE

Leaders who thoroughly know their job are far better qualified to lead than ones who do not; but unfortunately, professional experience does not burst into full bloom merely because one wishes it so. Although as a new officer, you will have professional knowledge, you will lack professional experience when you step aboard ship for the first time. Yet, you will be placed in a position of leadership, given various jobs to do, and then seemingly left to your own devices. The jobs will appear monumental to you. Uppermost in your mind will be the probability of your making a serious error that could expose your inexperience. You will have people on all sides, however, ready to assist you.

The officer you relieve will assist you in learning your new duties, outline the present program, and point out what has not been done. The officer will also discuss the inherent difficulties of the job and briefly describe the abilities and personalities of your new division personnel. Senior officers are always ready to give you a

helping hand. While tolerant of your inexperience, they will insist that you do your duty and master the job as quickly as possible. Your petty officers will also teach you provided you show them you are willing to benefit from their experience. If necessary, the petty officers will "carry you" (as the expression goes) as long as you try to learn. The instructions may be subtle or frank, depending upon the personality of your teachers. A few old hands may persist in their offers of aid even when rebuffed, but the majority will promptly lose the desire to help as soon as you, the officer, lose your desire to learn. Therefore, it pays to be willing to listen to advice and suggestions. Even the newest seaman apprentice might be able to make a worthwhile contribution.

SELF-CONFIDENCE

As an officer's knowledge grows, self-confidence, a most important quality of leadership, should grow. A vast store of knowledge is meaningless without the confidence and ability to use it. Never, however, should leaders become so swelled with the importance of their "superior" education, "vast" professional knowledge, or "noteworthy" accomplishments that they display arrogance. Remember that the ordinary enlisted person is not overly impressed with the number of academic degrees officers hold; the enlisted person is most impressed with the officers' abilities. Enlisted personnel can understand self-confidence in proven officers, but they will regard arrogance in new, untried ensigns as sheer buffoonery. They will meet arrogance with indifference and resentment. The officers' accompanying loss of respect will greatly diminish their control over personnel.

INITIATIVE AND INGENUITY

Junior officers are confronted with a multitude of Navy rules, regulations, operating instructions, procedures, and the policies of senior officers. Therefore, junior officers may assume they have little room for personal initiative and ingenuity in the Navy today. Actually, the reverse is true. With its new ships, equipment, technology, and concepts, the Navy has a demand for officers with initiative and ingenuity. Today's naval officers need the imagination to realize their potentiality and the skill and daring to develop their potentiality to its fullest extent.

Although limited by rules and regulations, officers have an opportunity to exercise initiative

and ingenuity nearly every day. At first, these opportunities may entail only small problems requiring only a little ingenuity or initiative. However, if officers don't take advantage of the small chances offered, they will never gain enough self-confidence to tackle the bigger problems.

COURAGE

Courage is one of the more necessary characteristics of a leader. It is that quality of the mind which enables us to meet danger and difficulties with firmness. It enables us to overcome the fear of failure, injury, or death that normally precedes any difficult or dangerous act we may attempt. Further, courage enables us to acknowledge our responsibilities and to carry them out regardless of consequences.

Courage is a quality of the mind and, as such, can be developed. Like a muscle, you can strengthen it with use; the more you exercise it, the stronger it grows. Each time people meet and tackle an obstacle, whether it is a particularly tough assignment, an examination in school, or a hard-charging fullback on the football field, they strengthen their courage a bit more. While succeeding at an attempt might provide a great deal of satisfaction to people, success itself is not completely essential to the development of their courage. In fact, people who frequently become frustrated in their attempts but continue to try again and again probably develop their courage faster than those who succeed at every endeavor.

Young people thinking about going into battle for the first time may have difficulty believing that anything in their background has prepared them to overcome the fear they will experience. Having doubts about their ability to conduct themselves with honor is normal. Because the military services recognize this fact, they condition and train their warriors under the most realistic conditions possible.

Our Navy is no exception. Before going into battle, all hands have become well acquainted with the smell of gunpowder. They have been trained and drilled at their battle stations until their actions are almost automatic. Because of this training, the fast action involved, their sense of duty, the inspiration of their cause and their leaders, and the close proximity of others, even timid persons can develop courage. This courage will help them endure without faltering during the comparatively short, though terrible, periods of battle or emergency.

A courageous person is not necessarily fearless, but has learned to conquer fear and concentrate on the mechanics of fighting.

ABILITY TO ORGANIZE AND MAKE DECISIONS

Essentially your primary objective as a junior officer is to coordinate the efforts of your subordinates so that they can strive toward a common goal. However, the normal day-to-day activity of the maintenance program of the peacetime Navy may not readily reflect this. This objective is more difficult to achieve when the goal is less easy to define. However, an overall view of the maintenance and training programs shows how each minor accomplishment fits into the whole. You should organize your subordinates so that their labor and training will be used to the best possible advantage.

To organize effectively, know the skills and physical capabilities of your personnel. Without that knowledge you would have to rely on a senior petty officer to do the job. For officers to rely on petty officers to the extent of their abilities is proper and desirable. However, as an officer, never allow yourself to be reduced to the position of an old-time midshipman—a messenger running between the wardroom and the forecabin.

While you cannot help but profit from careful observation of the methods of skilled organizers, you should eventually attempt some organization on your own. To do so, learn to make decisions; without the power of decision, you are useless as a leader. When a person presents a problem to you, that person expects a clear-cut decision. Discuss complicated questions or those clearly beyond your authority to decide with an immediate superior; dispose of the lesser ones yourself. Never allow the dread of making a mistake or the fear of looking ridiculous to deter you from attempting to solve a problem. You will make mistakes occasionally, but an honest mistake seldom involves scorn or censure if all elements of the problem were duly considered. From mistakes comes experience, and from experience comes wisdom.

PERSONAL EXAMPLE

Young people have a strong personal need for examples to live by, at least until they have formulated their own principles. They express this need by following the example of someone they admire—father, brother, teacher, officer, a great

leader in history, or even someone with antisocial tendencies or habits. Young people will, in some way, attempt to attach to and be like the person they admire. As long as these young people are not disillusioned and as long as they feel the need, they will continue to emulate their hero.

Naval officers should have such dignity and competence in all respects that they inspire their enlisted personnel to emulate and respect them. We cannot overemphasize the value of setting a good personal example in your daily life.

Officers cannot live by the rule of "don't do as I do; do as I say" without the risk of personnel regarding them with suspicion or distaste. Suspicious or distasteful regard for an officer greatly diminishes the officer's reputation as a leader. On the other hand, outstanding conduct by an officer can inspire others to follow the same pattern, thereby benefiting the entire Navy.

When we speak of conduct, we mean conduct ashore as well as aboard ship. A person in uniform is consciously or unconsciously watched by everyone around. In the minds of the observers, that person's actions are interpreted as typical of everyone who wears a similar uniform. Therefore, we must do nothing to dishonor the uniform, lest, in so doing, we dishonor the entire Navy.

You cannot expect others to follow regulations if you ignore them. Depending on the extent of the digressions, you may, for all practical purposes, completely lose control of your personnel. You may not realize you have lost control at first because someone else may keep the personnel in line. However, sooner or later the realization will become apparent, but by that time you may be unable to do anything about it. In any event, to regain the respect of your personnel and to reestablish control over them will require extraordinary effort. "Rank has its privileges," but those privileges are not extended to cover deviations from accepted conduct. Rather, when speaking of conduct, we must stress that "rank has its responsibilities."

Sign of an Outstanding Officer

Former Chief of Naval Operations George W. Anderson, Jr., considered that truly outstanding officers display the following traits. Many have a direct relationship to effective leadership and

thus are considered when officers are evaluated for reports of fitness.

Ž ACHIEVEMENTS—They produce results; many are industrious. The effectiveness of the work serves as a measure of their achievements.

Ž ABILITY TO MAKE DECISIONS—They evaluate information, analyze the problem, and then integrate the two into a sound and incisive decision. (This is closely allied to achievement.)

Ž BREADTH OF VISION—They bring to the profession a knowledge of all the political, social, scientific, economic, and military components that impinge upon the Navy.

Ž PERSONAL APPEARANCE—They take pride in every detail of their personal appearance.

Ž MILITARY BEARING—They conduct themselves in a professional military manner afloat or ashore, 24 hours a day, every day.

Ž MENTAL ALERTNESS—They give continual attention to detail coupled with an awareness of the big picture.

Ž ABILITY TO EXPRESS SELF—They express themselves clearly orally and in writing to communicate their ideas and decisions.

Ž CONTACTS WITH PEOPLE OUTSIDE THE SERVICE—They have contact with people outside their profession through participation in personal activities and interests. Officers who allow themselves and their interests to become completely involved with their profession will find they have exhausted their potential growth.

Ž BEING A GOOD SHIPMATE—They do not lose sight of their relationships with others in the Navy. They realize they cannot function alone and can be effective only through others.

Ž IMAGINATION—They use their imagination and initiative to improve the task performance of their entire unit as well as their own performance. A fitness report that states “This officer performs all ASSIGNED duties in an excellent manner” could easily describe an officer who has stopped growing.

Ž KNOWLEDGE OF THE JOB—They have a complete mastery of their job plus a detailed knowledge of all its responsibilities, including those of subordinates.

Ž MANNER OF PERFORMANCE—They know themselves, the job, the enlisted personnel, and the immediate situation. They use four approaches to get the job done: (1) personally do it, (2) drive others to do it, (3) inspire others to do it, or (4) combine the three in the best manner.

Ž SOCIAL GRACE—They know the rules of social etiquette, such as which fork to use; but more importantly, they know how to show a sincere interest in the people they meet.

Ž SENSE OF HUMOR—They keep everything in the proper perspective; they distinguish between the important and the trivial.

Ž PERSONAL BEHAVIOR—They reflect integrity and honor in every facet of their behavior.

CORE VALUES

The Navy established a set of core values to encourage personnel to make a commitment to personal excellence. These core values consist of Navy traditions and values that are in consonance with our national values. In October of 1987 the Navy appointed a team of reviewers to determine what these values should be. The team interviewed more than 100 sailors representing all communities, all fleets, and numerous positions within the chain of command. The team asked these sailors to do the following:

- Describe “tough situations” that posed values conflicts or ethics dilemmas.
- Characterize those persons they admired most and least in the Navy.
- Discuss in very real terms the values that the Navy represents.

As you can imagine, these interviews produced enlightening accounts and personal insights, most of which revolve around a set of common themes. They named the following values as those most

often portrayed in everyday decision making and espoused as important to the Navy:

TRADITION

- ⌵ Concern for people
- ⌵ Patriotism
- ⌵ Courage
- ⌵ Spiritual heritage

INTEGRITY

- ⌵ Honesty
- ⌵ Honor
- ⌵ Responsibility

PROFESSIONALISM

- ⌵ Competence
- ⌵ Teamwork
- Loyalty

The Navy expects these core values to result in a reemphasis and refocus of traditional Navy values and an improvement in the ethical practices of the Navy.

EQUAL OPPORTUNITY

The Department of the Navy's policy is to provide equal treatment and equal opportunity to all Navy members, without regard to race, religion, gender, age, or national origin.

The Command Managed Equal Opportunity (CMEO) program assists commands in supporting the Navy's equal opportunity (EO) policy. This management system is responsive to higher echelons but is controlled primarily at the command level. The program has four basic elements:

COMMAND TRAINING TEAM (CTT): The CTT conducts the Navy Rights and Responsibilities (NR&R) Workshops. These workshops present training on basic Navy EO principles and policies, sexual harassment prevention, and command-specific issues.

COMMAND ASSESSMENT TEAM (CAT): The CAT conducts the annual command assessment. This survey focuses on EO personnel management practices. It also surfaces problems or issues not directly related to EO that impact on the quality of life within the command. To help

make the command assessment, the CAT collects data on retention, advancement, and discipline. The team obtains additional data from interviews, observations, and surveys.

ACTION PLANNING: A plan of actions and milestones (POA&M) provides for and tracks the correction of existing or potential problems.

INSPECTIONS: Immediate superiors in command (ISIC) conduct CMEO inspections of subordinate commands.

The Navy Affirmative Action Plan (NAAP) also promotes the Navy's EO program. The NAAP consists of a continuing program of goals and actions with realistic milestones. Affirmative action is the taking of positive steps to correct or eliminate discrimination. These steps are designed to correct problems and achieve goals over a period of time. Therefore, continued monitoring is required as specific actions are completed and to ensure that the Navy does not regress. The NAAP is revised as appropriate after each annual equal opportunity assessment.

Equal opportunity is essential to Navy leadership. It must exist at every level of the chain of command as an integral part of the Navy's commitment to pride, professionalism, and personal excellence. Equal opportunity improves the quality of life for all Navy personnel, increases combat readiness, and contributes to mission accomplishment.

To be an effective officer, you should support equal opportunity as part of your basic leadership skills. The personal example you set in support of equal opportunity should motivate your subordinates to do the same.

SINGLE PARENTING

The demands of the Navy lifestyle make single parenthood rough. But by taking full advantage of the resources available, single parents can make their lives, and their children's lives, more rewarding and less stressful.

Navy single parents have more help available to them than ever before because of Family Service Center programs and expanding child care options. Family Service Centers provide informational, referral, educational, and other counseling services designed to assist single parents and their children.

Child care is always a big concern—and often a big headache—for single parents. The capacity of Navy-operated child care facilities is not always sufficient for the number of children eligible to use them.

The Family Home Care (FHC) program allows spouses of Navy members to care for children of Navy personnel in their government quarters. FHC serves over 30 commands stateside and overseas. Those who wish to open their homes for day care must complete training that includes cardiopulmonary resuscitation (CPR) instruction. Child care providers involved in the FHC program must purchase insurance, which is available at a nominal fee. A professional monitor ensures that the child care offered is of the highest quality by providing training, screening and background checks, and monthly visits to FHC homes.

The Navy requires all single parents to include in their service record a Dependent Care Plan and Navy Dependent Care Certificate, OP-NAV 1740/1, that provides a plan for dependent care arrangements. The plan must include details such as who will provide care for the children during the parent's normal duty hours, temporary additional duty (TAD) assignments, and deployments, as well as other pertinent information. The parent must also provide a will with guardianship provisions and a power of attorney authorizing medical care. The *Military Personnel Manual (MILPERSMAN)*, article 3810190, outlines the dependent care policy and specifies the information parents must include on the certificate.

Some people worry that their status as single parents may hurt their Navy career, but this is simply not true. As long as parents keep an up-to-date dependent care certificate in their record, they have no limits on what they can achieve.

Single parenting in the Navy isn't easy, but an understanding of Navy policy can help a single parent's career run more smoothly. Single parents should realize the Navy expects them to accept full responsibility for the care of their children as well as their job requirements.

FRATERNIZATION

Navy customs and traditions have historically defined the bounds of acceptable personal relationships among its members. Proper social interaction among officer and enlisted members has traditionally been encouraged, as it enhances unit morale and esprit de corps. At the same time, unduly familiar personal relationships between officers and enlisted members have traditionally been contrary to naval custom. They undermine the respect for authority that is essential to the Navy's ability to accomplish its military mission.

Over 200 years of seagoing experience has demonstrated that seniors must maintain thoroughly professional relationships with juniors at all times. This custom prevents personnel from using a senior grade or position to show (or give the impression of showing) favoritism or preferential treatment or for personal gain. It also helps prevent officers from becoming involved in other actions that undermine good order, discipline, authority, or unit morale. In a like manner, custom requires that junior personnel recognize and respect the authority inherent in a senior's grade, rank, or position.

Fraternization is the traditional term used to identify personal relationships that cross the customary bounds of acceptable senior-subordinate relationships. Although it has most commonly been applied to the officer-enlisted relationship, fraternization also includes improper relationships between officer members and between enlisted personnel.

By definition, fraternization is any unduly familiar personal relationship between an officer and an enlisted member that does not respect differences in rank and grade. It also includes personal relationships between officers or between enlisted personnel in which a senior-subordinate supervisory relationship exists.

Fraternization is punishable as an offense under the *Uniform Code of Military Justice* when it is prejudicial to good order and discipline or brings discredit to the naval service. We cannot name every act that may be prejudicial to good order and discipline or is service discrediting; the surrounding circumstances often have more to do with making the act criminal than the act itself. However, dating, cohabitation, or sexual intimacy between officer and enlisted members is clearly inappropriate. A private business partnership between officers and enlisted persons is also inappropriate. Likewise, such conduct between officers and between enlisted members in which a senior-subordinate supervisory relationship exists is equally inappropriate. Conduct that constitutes fraternization is not excused by a subsequent marriage between the offending parties.

The responsibility for preventing inappropriate relationships rests primarily on the senior. The senior party is expected to control and preclude the development of inappropriate senior-subordinate relationships. However, since the Navy's fraternization policy applies to both members, both are accountable for their own conduct.

SEXUAL HARASSMENT

Sexual harassment is not an amusing or trivial issue. It negatively affects the morale and productivity of service members as well as team building and mission accomplishment. It may also be a violation of any number of articles of the *Uniform Code of Military Justice* (fig. 5-1).

Sexual harassment is defined as (1) influencing; offering to influence; or threatening the career, pay, or job of another person in exchange for sexual favors; or (2) deliberate or repeated offensive comments, gestures, or physical contact of a sexual nature in a work or work-related environment. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment under the following circumstances:

1. When submission to such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, or career
2. When submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting this person
3. When such conduct has the purpose or effect of interfering with a person's performance or creating an intimidating, hostile, or offensive environment

Personnel, male or female, who use implicit or explicit sexual behavior to control, influence, or affect the career, promotion opportunities, duty assignments, or pay of any other Navy member are also engaging in sexual harassment. Sexual harassment is, therefore, the embarrassment, intimidation, or exploitation of one person by another through sex-related comments or behavior.

The Navy's long tradition of military professionalism results from its positive, aggressive leadership and its history of taking care of all Navy members. Commanders, supervisors, and subordinates are all responsible for providing an environment free from sexual harassment.

The Department of the Navy expects all of its personnel to support its policy of sexual harassment prevention. This not only includes refraining from practicing such behavior but actively countering and promptly reporting such actions.

SEXUAL RESPONSIBILITY

The Navy does not require its personnel to abstain totally from sexual relations. However, it does strive to instruct all Navy members on the importance of sexual responsibility and the dangers of sexually transmitted diseases.

Syphilis, gonorrhea, genital herpes, and Acquired Immune Deficiency Syndrome (AIDS) are all sexually transmitted diseases. They are normally spread through sexual contact. AIDS can also be spread through contaminated blood or by shared hypodermic needles. Sexually transmitted diseases are not spread through inanimate objects such as toilet seats, door knobs, or eating utensils.

The most serious of these diseases is AIDS. The AIDS virus attacks the body's immune system. This results in the body's inability to fight infection.

Military persons must receive live virus vaccines to protect them from certain illnesses and from possible exposure to serious infections when deployed outside the United States. These vaccines may be life-threatening to an infected person whose immune system has been damaged by AIDS.

At the present time no cure is known for AIDS. More than 70 percent of all AIDS cases prove fatal within 2 years of diagnosis.

As a Navy leader, you should be aware of these sexually transmitted diseases and the methods for reducing the risks of acquiring them. The only way people can be sure not to acquire these diseases is to abstain from all forms of sexual contact. To reduce the risks of acquiring sexually transmitted diseases, those who are sexually active should take the following precautions:

1. Avoid sexual contact with multiple partners, anonymous partners, prostitutes, and other persons with multiple sex partners.
2. Avoid sexual contact with persons who have a genital discharge, genital warts, genital herpes lesions, or other suspicious genital lesions.
3. Avoid oral or anal sex.
4. Avoid genital contact with cold sores.
5. Use condoms and diaphragms in combination with spermicides.
6. Have periodic examinations for sexually transmitted diseases.

IF THE SEXUAL HARASSER	THE SEXUAL HARASSER MAY ALSO BE GUILTY OF	IN VIOLATION OF
1. Threatens to influence adversely the career, salary or job of another in exchange for sexual favors.	Extortion. Assault. Communicating a threat.	Article 127 Article 128 Article 134
2. Offers rewards for sexual favors.	Bribery and graft.	Article 134
3. Makes sexual comment and/or gestures.	Indecent, insulting or obscene language prejudicial to good order. Provoking speech or gestures. Disrespect.	Article 134 Article 117 Article 89,91
4. Makes sexual contact.	Assault Consummated by a battery. Indecent Assault. Rape.	Article 128 Article 134 Article 120
5. Engages in sexual harassment to the detriment of job performance.	Dereliction of duty	Article 92
6. Is an officer.	Conduct unbecoming an officer.	Article 133
7. Is cruel to or maltreats any person subject to his or her orders.	Cruelty and maltreatment.	Article 93
8. Uses his or her official position to gain sexual favors or advantages.	Failure to obey a lawful general order.	Article 92

Figure 5-1.-Example of conduct which might constitute both sexual harassment and an offense under the UCMJ.

HEALTH AND PHYSICAL READINESS

Certain people in the Navy and in the civilian community share a common problem—excessive body fat. This problem usually results from people working at desk jobs, eating too much, and not getting enough exercise. Excessive body fat is a serious detriment to a person's health, longevity, stamina, and military appearance. We need to maintain a high state of health and physical readiness. If we do this, combat readiness, personal effectiveness, and high morale should follow.

Health and physical readiness have become a matter of concern to the Navy. Every Navy person should strive to achieve and maintain a high standard of physical readiness. Members who fail

to achieve high standards hurt their units and the effectiveness of the Navy. Physical readiness training is a complete conditioning program. It includes weight control and nutrition, high blood pressure identification and control, stress management, smoking cessation, and back injury prevention.

As a leader, stress the importance of physical readiness training to your personnel.

CODE OF CONDUCT FOR MEMBERS OF THE ARMED FORCES OF THE UNITED STATES

Because of the conduct of a few Americans during the Korean conflict, President Dwight D. Eisenhower prescribed a Code of Conduct for

members of the armed forces in 1955. The purpose of the code is to provide American military personnel with a standard of conduct should they be captured by an enemy. It provides a framework of ideals and ethical standards that will help personnel resist the physical, mental, and moral onslaughts of their captor.

In 1988 President Ronald Reagan issued Executive Order 12633, amending the code to use gender-neutral language. First expressed in written form in 1955, the code is based on time-honored concepts and traditions that date back to the days of the American Revolution.

ARTICLE I

I am an American, fighting in the forces which guard my country and our way of life. I am prepared to give my life in their defense.

No matter what your job, you are a member of the team first. Your duty is to oppose the enemies of the United States under all circumstances.

ARTICLE II

I will never surrender of my own free will. If in command I will never surrender the members of my command while they still have the means to resist.

Even when a situation seems hopeless, you often still have a chance to win. Remember John Paul Jones! As long as you have the means to resist, you must continue to do so. If you no longer have weapons, ammunition, or other means, you have the duty to evade capture and attempt to rejoin friendly forces.

ARTICLE III

If I am captured I will continue to resist by all means available. I will make every effort to escape and aid others to escape. I will accept neither parole nor special favors from the enemy.

Even as a prisoner, you still have a weapon for resistance. That weapon is your mind—the determination to resist and to escape. Stay mentally and physically able to seize any opportunity to escape. By maintaining the burning determination to resist and escape, you keep

your mind alert. These have been the ingredients in the stories of the personnel of all branches of the armed forces who have escaped from the enemy.

Never risk placing yourself under obligation to the enemy by accepting favors; the enemy will exploit to the utmost any weakness you show.

ARTICLE IV

If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information or take part in any action which might be harmful to my comrades. If I am senior, I will take command. If not, I will obey the lawful orders of those appointed over me and will back them up in every way.

Fellow prisoners are your friends in a prison camp. Jealously guard and protect that friendship. Do nothing and say nothing that would jeopardize a fellow prisoner. Article 105 (Misconduct as Prisoner) of the *Uniform Code of Military Justice (UCMJ)* provides for punishment of any person who jeopardizes a fellow prisoner. This includes anyone who causes damage or harm to other prisoners, of whatever nationality, for the purpose of gaining personally favorable treatment. It also includes anyone who cruelly treats or abuses fellow prisoners while in a position of authority.

You must always resist the enemy's attempts to break down your faith in fellow prisoners. The enemy will use various tactics to attempt to shatter the unity of the prisoners. A prisoner may be singled out for special sessions with the captors. The captors may appoint one person as their representative among the prisoners. The captors may take one of the prisoners away from the group for an extended period of time and then return the prisoner with no explanation. All of these tactics are designed to destroy the prisoners' faith in one another. If the captors are successful, mistrust will grow, individuals will lose faith in each other, and the group will disintegrate into a dog-eat-dog struggle for survival.

All military prisoners in the camp are subject to the lawful orders of the senior officer present, just as they would be aboard ship. Should you happen to be senior, you will assume command. An organization must be established to carry out activities such as care of the sick and wounded, camp sanitation, and escape and resistance planning. Normally, your captors will not permit

this organization to function openly, so it will have to be established secretly. Good leadership and discipline are keys to survival.

ARTICLE V

When questioned, should I become a prisoner of war, I am required to give name, rank, service number, and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral or written statements disloyal to my country and its allies or harmful to their cause.

The Geneva Convention requires that you give your name, rate, service number, and date of birth when questioned by the enemy. Any further information, although seemingly of no importance, could be of value to the enemy in attempts to break your spirit or to be used against fellow prisoners. The Geneva Convention also forbids physical and mental torture of prisoners. However, since the Korean conflict, Communist forces have resorted to such tactics in their attempts to gain information and to get prisoners to collaborate.

The time will come when you will have to say something other than your name, rate, service number, and date of birth, if only to avoid further questioning. Do not make up stories. You may fool the interrogator for a short time; but eventually the enemy will find your stories to be false and may resort to harsher methods. A simple "I don't know" will often suffice.

Oral or written confessions to "war crimes," surrender or peace appeals, and statements critical of the United States are forbidden. They could pose a danger to you and your fellow prisoners and damage our country. Any confession becomes grounds for trying a prisoner as a war criminal if the enemy so desires.

ARTICLE VI

I will never forget that I am an American, fighting for freedom, responsible for my actions, and dedicated to the principles which made my country free. I will trust in my God and in the United States of America.

In the event you are unable to avoid capture, remember the first sentence of the first article: "I am an American, fighting for freedom." Those

seven words signify your faith and confidence in your God, your country, your service, and yourself.

As a member of the armed forces of the United States, you are always subject to the *UCMJ*, even as a prisoner of war. After return to friendly forces or escape, you will be investigated to determine the circumstances of your capture and your conduct as a prisoner. If you have done your utmost to uphold the principles of this code, you need not worry about such an investigation. You may even be able to give valuable information that will help future prisoners.

Many Americans have been prisoners of war, and they all agree that the life of a POW is a hard one. A few of those POWs were either unprepared to resist or lacked the ability to maintain their basic faith and loyalty under extreme pressure. These Americans succumbed to the enemy's efforts and acted in a manner detrimental to their country, their fellow service members, and themselves. Remember, you will have to live the rest of your life remembering your conduct under stress. The majority of American prisoners have behaved honorably and with pride because they believed in and adhered to the principles and strength on which our country was founded.

NAVY LEADER DEVELOPMENT PROGRAM (NAVLEAD)

Through research, the Navy has identified various leadership skills to distinguish the differences between superior performers and average performers as Navy leaders. These skills, or characteristics, are sometimes referred to as competencies.

The Navy offers a variety of 1-week Navy Leader Development Program (NAVLEAD) courses designed to train students to apply these specific leadership skills in various job situations. The NAVLEAD courses are available to E-5 through O-6 personnel. All E-6 and E-7 personnel are required to complete an NAVLEAD course to be eligible for advancement to E-7 and E-8.

The NAVLEAD course for division officers is based on the following 13 characteristics:

1. **TAKES INITIATIVE:** Demonstrates willingness to go beyond what the situation requires and to act before being asked.
2. **FOLLOWS THROUGH:** Monitors what people and the organization are doing to ensure quality and to maintain standards.

3. **DEMONSTRATES SELF-CONFIDENCE:** Projects an ability to succeed, to reach challenging goals, or to overcome obstacles.
4. **SEEKS INFORMATION:** Gathers data from many sources to ensure actions have potential for success.
5. **PLANS:** Sets goals and organizes own and others' work to accomplish these efficiently.
6. **MANAGES TIME EFFICIENTLY:** Develops ways of accomplishing multiple goals in a limited amount of time.
7. **ENFORCES HIGH STANDARDS:** Models, communicates, and upholds the best criteria for performance.
8. **PROMOTES GOOD WORKING RELATIONSHIPS WITH THE CHIEF:** Effectively communicates with and delegates work to the chief petty officer.
9. **DEMONSTRATES CONCERN FOR SUBORDINATES:** Listens to subordinates and works to meet their needs.
10. **ACCEPTS RESPONSIBILITY:** Shows willingness to make difficult decisions and face the consequences.
11. **INFLUENCES:** Motivates or persuades others to act or to accept policy or position.
12. **COMMUNICATES:** Demonstrates verbal and written skills in presenting ideas and information to others.
13. **PROBLEM-SOLVES:** Analyzes situations to determine causes and acts to overcome obstacles and reach solutions.

SUMMARY

Leadership in the Navy is the process of influencing people to effectively accomplish the mission of the unit. Good leadership is essential in today's military organization. Discipline must be used in the military to reinforce the leadership structure.

You may see your leadership role as encouraging your people to assume personal initiative and a more active role in meeting their job responsibilities. This approach requires you to have leadership skills in dealing with people to get them to cooperate and willingly participate.

When you blend your personal leadership skills with your official authority, you increase the productivity of your group. Successful leadership occurs when you cause your subordinates to accept orders without any undue exertion of authority or force on your part. To be a leader,

you must have followers; to be a good leader, you must have willing followers.

A key concept of leadership is flexibility. You must be flexible to deal with the many facets of your job, such as job deadlines and the capabilities of your people. Your leadership style should be flexible enough to fit each situation.

For you to perform all work tasks yourself is impractical and impossible; therefore, you must depend on your people to a large degree to do a good job. As you work closely with your people to get a job done, you will quickly recognize the need for cooperation and effort from your people. Seek to know and understand your people. Try to build a spirit of teamwork and high morale so that they will willingly help you achieve the work goal.

As a leader you can practice leadership in many ways. You have several leadership styles to choose from. No one leadership style is right or wrong; the appropriate style depends on the people being led, the situation, and the requirements of the job.

Remember, leadership is more than a list of do's and don'ts. It is a frame of mind or an attitude that you develop in dealing with people, your responsibilities, and your role in the chain of command.

Also remember that by applying the principles of management, you can make sound leadership decisions with skill and confidence. Good managers come in many different forms and manage with a variety of styles. Whatever your personality, you can become a good manager. To do so, you have to learn the techniques of good leadership and concentrate on training yourself to use them. You must realize that the job of managing can be very satisfying for those who are prepared to meet its challenges but frustrating for those who have not mastered the basic leadership techniques.

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MASTER-AT-ARMS

THE MASTER-AT-ARMS RATING IS BY NO MEANS A MODERN INNOVATION. NAVAL RECORDS SHOW THAT THESE "SHERIFFS OF THE SEA" WERE KEEPING ORDER AS EARLY AS THE REIGN OF CHARLES I OF ENGLAND. AT THE TIME, THEY WERE CHARGED WITH KEEPING THE SWORDS, PISTOLS, CARBINES, AND MUSKETS IN GOOD WORKING ORDER AS WELL AS ENSURING THAT THE BANDOLIERS WERE FILLED WITH FRESH POWDER BEFORE COMBAT.

BESIDES BEING CHIEFS OF POLICE AT SEA, THE SEA CORPORALS, AS THEY WERE CALLED IN THE BRITISH NAVY, HAD TO BE QUALIFIED IN CLOSE ORDER FIGHTING UNDER ARMS AND ABLE TO TRAIN SEAMEN IN HAND-TO-HAND COMBAT. IN THE DAYS OF SAIL, THE MAAs WERE TRULY "MASTERS AT ARMS. " THE MASTER-AT-ARMS IN THE U.S. NAVY CAN TRACE THE BEGINNING OF THIS RATE TO THE UNION NAVY OF THE CIVIL WAR.



